Out-of-School Radio-Listening Interests of Sixth-grade Pupils.

OUT-OF-SCHOOL RADIO-LISTENING
INTERESTS OF SIXTH GRADE PUPILS

EDNA M. ABBIATTI

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

THESIS

OUT-OF-SCHOOL RADIO-LISTENING INTERESTS OF SIXTH GRADE PUPILS

Submitted by

Edna M. Abbiatti

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FIRST READER: Helen Blair Sullivan,
Professor of Education

SECOND READER: Donald D. Durrell,
Dean of Boston University
Professor of Education

THIRD READER: W. Linwood Chase,
Professor of Education

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INTRODUCTION

> In little more than a quarter of a century, radio broadcasting has become one of the most powerful of social institutions. Radio enters most of the homes and many of the classrooms of our nation and is extending the experiences and widening the horizons of all who listen. Not only is radio a factor in the world in which the child must develop, but it may also serve as an aid in this very growth.
>
> If the teacher is to assist in the complex process of social adjustment of his pupils, it is imperative that he understand radio as one of our folkways and recognize its contributions to his own living and to the emotional and intellectual interests and behavior of his students.[1]

Statement of the Problem

It is the purpose of this study to survey the out-of-school radio listening interests of children at the sixth grade level and to note the relationship of sex to the following:

1. The amount of time given to listening.
2. The choice of programs.
3. The amount of parental restriction in listening.
4. The amount and effect of guidance in the selection of programs.

[1]Roy DeVerl Willey and Helen Ann Young, Radio in Elementary Education (Boston: D. C. Heath and Company, 1948), Preface vii.

5. The days and hours during which most listening occurs.
6. The other activities engaged in while listening.
7. Favorite programs and reasons for their choice.

Justification of the Problem

Those concerned with guiding children in the proper use of leisure time know that radio has created a problem. It is not only the amount of listening but the quality of it which gives concern.

This study grew out of an interest on the part of the writer to discover what the school can do to develop better taste in the radio-listening of children by means of a program which would have among its objectives the following:

1. To develop thoughtful selection of radio programs.
2. To develop an understanding of the influence of the radio on information, attitudes, and conduct.
3. To help children to listen critically to selected radio programs.
4. To help students to develop and apply appropriate standards for the evaluation of radio programs.

5. To develop a feeling that the radio listener is in part responsible for the kinds of radio programs maintained on the air.[2]

That there is need of such a program has been revealed in the research pertinent to this study.

Children receive education in many ways, and today radio plays a most important part in that education.[3] Levenson cites the importance of radio and leisure time activities in the life of the child:

> It is an established fact and probably a disturbing one that the typical American School child spends two and a half hours a day, every day of the year, listening to the radio. Add to that the weekly movie, the comic books, and the daily newspaper, and the teacher readily understands why the comparatively few hours spent in the classroom are but a limited phase of the child's educational experience.[4]

According to Beggs, children's leisure time preferences place radio second to the movies, while reading takes third place.[5]

[2]Edgar Dale, Audio-Visual Methods in Teaching (New York: The Dryden Press, Ohio State University, 1946), p. 259.

[3]W. L. Gottenberg and R. L. Neal, "Radio at Home," Phi Delta Kappan, XXII (May, 1940), 418.

[4]William B. Levenson, Teaching Through Radio (New York: Farrar and Rinehart, Inc., 1945), p. 5.

[5]Berenice B. Beggs, "That Radio Problem," The Instructor, LIV (May, 1945), 25.

Boutwell and Seelye state, "Children spend thirty hours a week at school because they are required to. Fifteen hours a week by the radio—because they like to."[6]

Tyler's research reveals that children indicate an amount of listening averaging over two hours daily. His studies also show that there is a relatively narrow range of listening on their part and that they are uncritical. They do not perceive differences in quality.[7]

Certainly the alert teacher and the one who is fully cognizant of her responsibility recognizes that the guidance of out-of-school listening is a phase of her work which should not be neglected. It is Willey and Young who so concisely state the role of the teacher: "The goal of the teacher in regard to outside listening is to lift the level of voluntary program selection and to enrich the child's appreciation of what he hears."[8]

The opinion of Hazel Gibbony is a challenge to teachers. Just as most elementary teachers accept as one important

[6]William Dow Boutwell and Dorothea Seelye, "The Radio World Is Yours," Phi Delta Kappan, XXI (March, 1939), 345-47.

[7]I. Keith Tyler, "Developing Critical Listening," Phi Delta Kappan, XXI (March, 1939), 348-51.

[8]Roy DeVerl Willey and Helen Ann Young, op. cit., p. 359.

educational objective the guidance of recreational reading, so, too, should they make an effort to improve the listening habits of boys and girls. Prohibitions of listening or condemnations of programs will prove ineffective. An attempt to improve the likes and dislikes of children themselves is necessary.[9]

Radio is exerting a vital influence on children for good or evil.[10] Since the radio offers so many good programs among the dozens of poor ones, the school should try to guide the child toward better selection for his recreational listening.[11]

Parents, too, have looked to the school for help. In a survey reported by Robinson he states that a majority of the parents (62.7 per cent) felt that the school should attempt to guide children's radio listening.[12]

[9]Hazel L. Gibbony, "Radio and the Elementary School Child," Educational Method, XVIII (January, 1939), 166-70.

[10]William Dow Boutwell and Dorothea Seelye, op. cit., 345-47.

[11]Margaret Harrison, Radio in the Classroom (New York: Prentice-Hall, Inc., 1938), p. 14.

[12]William B. Levenson, op. cit. (citing Roy Robinson, "Listening Habits of Michigan Children," Implications of the Radio in Education, 12th Yearbook of the Department of Elementary School Principals, Michigan Education Association, p. 32), p. 376.

Tyler emphasizes the obligation upon the part of the school for the development of critical thinking and intelligent discrimination:

> - - - - There are better programs on the air than there ever have been, but they are still greatly in the minority. Day in and day out our radio stations turn out a great deal of uninspired music, of cheap melodrama, of meaningless quizzes, and dull speakers. To distinguish the lasting, the esthetic, and the genuine from among these miscellaneous offerings requires training. To detect propaganda, to look for hidden assumptions, to recognize glittering generalities requires guidance. To withstand clever psychological sales appeals based upon "keeping up with the Joneses", upon snobbery, upon feelings of inferiority requires consumer education.
>
> Lumping these together, is it not clear that we must develop now on the part of boys and girls the ability to discriminate with regard to their radio listening?[13]

Arbuthnot continues in a similar vein:

"Human beings have always been confronted with choices between good and evil, between the fine and the vulgar, the beautiful and the ugly. The radio offers just a few more choices. - - - - Our business is to train children to enjoy the best and to reject the second rate or poor."[14]

[13]I. Keith Tyler, "Radio's Function in Education," Educational Method, XVIII (January, 1939), 152-53.

[14]May Hill Arbuthnot, "Children and Radio," Elementary English, XXIV (January, 1947), 1-8.

Another aspect of the school's responsibility is voiced by Woelfel and Tyler:

"The safeguards of democracy are neither censorship nor rigid control of radio; rather they lie in an intelligent and discriminating body of citizen listeners. The schools have a major responsibility in building such citizens of the future."[15]

- - - -"Courses in the appreciation and criticism of radio must become as common as those we now have in the appreciation and criticism of books," says Herzberg.[16]

That the problem of developing critical listening and discrimination is the duty of the school is obvious.

> Surveys to determine the pattern of radio listening of pupils will make available a great deal of pertinent information which will be helpful in appraising the individual listening patterns of the boys and girls and in selecting activities for modifying those patterns when it seems advisable to do so.[17]

This study, therefore, proposes to survey the listening interests of sixth grade children that they may become active rather than passive listeners, that they may develop

[15]Norman Woelfel and I. Keith Tyler, Radio and the School (Yonkers-on-the-Hudson, New York: The World Book Company, 1945), p. 292.

[16]Max J. Herzberg, editor, Radio and English Teaching (New York: D. Appleton-Century Company, 1941), p. 4.

[17]Norman Woelfel and I. Keith Tyler, op. cit., p. 296.

good taste and the ability to make intelligent choices, and that they may be directed to a more worthy use of the radio as a leisure-time activity.

Scope of the Problem

In order to determine the out-of-school listening interests of the children, a questionnaire was prepared and given to 511 sixth grade pupils.

The children surveyed, both boys and girls, were selected from the eighteen elementary schools of a city which is both industrial and residential. These children are from both English and non-English speaking homes, and represent a cross section of various ancestral backgrounds, socio-economic levels, and mental abilities.

The data derived from the questionnaires will be analyzed to discover the effect, if any, of sex on the listening interests of the children.

CHAPTER II

SUMMARY OF PREVIOUS RESEARCH

While this study deals chiefly with the point of view of the school, a review of the previous research pertinent to this problem reveals reactions of the home and broadcasting companies to children's listening habits. These reactions furnish significant background information for the school's approach to the problem. The research, therefore, has been organized to include a summary of this information as well as a summary of the surveys which have been made in connection with children's listening habits.

Research Related to the Reactions of Parents

Unquestionably, some of the effects of radio listening upon children are good. However, the amount of time spent at the radio and the type of program to which children listen raise many problems.[18] "The good or harmful effects of the radio has brought about one of the greatest controversies of our time," says Anderson.[19]

The Tenth District of the California Congress of Parent

[18]Norman Woelfel and I. Keith Tyler, op. cit., p. 300.

[19]John E. Anderson, "The Radio and Child Development," Phi Delta Kappan, XXI (March, 1939), 316-18.

and Teachers recently undertook an extensive survey of the opinions of the people who know most about the subject of the bad effect of crime programs on children. A questionnaire was sent to 314 persons, including pediatricians, sociologists, neuropsychiatrists, and psychologists. All four groups had approximately the same opinions. The questions and answers follow:

1. Do radio crime programs have a detrimental psychological effect on children? Yes.
2. Do radio thriller shows and programs ending in suspense have an effect on the health of children listeners? Yes.
3. If so, do they have a good or bad effect? Bad.
4. Do present-day radio programs contribute to children's delinquency or antisocial behavior? Yes.
5. Do you feel that American children need an emotional escape? Yes.
6. If so, do you think it can be safely provided by thrilling radio programs? No.[20]

A somewhat opposing opinion was offered by several eminent psychologists at the annual Institute for Education

[20]Clara S. Logan, "Children's Radio Listening - Let's Face the Facts!" National Parent-Teacher, XLII (January, 1948), 14-7.

by Radio held by The Ohio State University. They reported "that children's programs, by and large were harmless. There was no case on record where a radio program had specifically stimulated a child listener to an act of violence, mayhem, or general delinquency."[21]

Countless parents feel that the mental and physical well being of their children is being impaired by certain types of programs. Their criticism is directed to meaningless radio melodramas which entice their children away from other wholesome and necessary activities such as outdoor play, school lessons, and household duties. The injurious effects of certain programs were evidenced in increased emotional tension and irritability, sleeplessness or disturbing dreams, and early acquaintance with the sordid aspects of social life.[22]

Another complaint made in regard to certain programs is that while they may not be harmful, they are generally useless. Dorothy Gordon puts it this way, "It is not so much what _is_ on the air that is dangerous to the youth of

[21]Albert N. Williams, "The Children Again," _Saturday Review of Literature_, XXX (June 14, 1947), 26-7.

[22]Hugh B. Mitchell, "Children's Radio Diet," _Journal of the National Education Association_, XXXV (December, 1946), 589.

America—it is rather what is not on the air."[23]

In one community a group of parents succeeded in doing something about children's programs. They learned how to judge radio critically and practically from the broadcaster's point of view and "recognized radio programming as a joint responsibility of advertisers, the radio industry, educators, and parents—wide awake, energetic, and imaginative parents."[24]

That parents are sincere in attempting to improve the radio fare of their children can be found in excerpts from the summary statement presented by Mrs. B. F. Langworthy at the First National Conference of Educational Broadcasting:

1. Parents want their children to hear good programs of music and speaking.
2. More discrimination, coupled with parental authority must be exercised in order that good programs shall be given preference while the taste of the child is being developed.
3. Less advertising and more sincere advertising where it is used at all, is necessary.

[23]Dorothy Gordon, All Children Listen (New York: George W. Stewart, Inc., 1942), p. 15.

[24]Kenneth Robb, "Better Radio For Children," Parents' Magazine, XXIII (August, 1948), 43.

4. Listening in the home should be given as much supervision as diet.
5. The responsibility of hearing good entertainment rests mainly in the home as a matter of selectivity.
6. Two and a half hours a day is probably too long a time, in proportion to other recreational activities, to be devoted to the radio.[25]

Research Related to the Reactions of Broadcasters

Much of the criticism of children's radio programs has been directed to the broadcasting companies. The broadcasters are keenly aware of this criticism and have spoken in defense of their policies. In discussing the issue Thomas Freebairn-Smith says most tersely:

> In special fields we do not try to exercise unaided judgment. Instead we avail ourselves of competent advice. For example we have both a child psychologist and a committee of qualified advisers to insure that all our children's programs conform to very high standards. Parents reproach us for those programs which detail the commission of a crime even though they clearly show its inevitable punishment. However, we cannot accept the reproach. Adult minds find relaxation and perhaps vicarious thrills in crime broadcasts and detective stories, but we still feel that parents now have laid upon them the

[25]Proceedings of The First National Conference on Educational Broadcasting, "Radio in the Life of the Child," Educational Broadcasting 1936 (Chicago: University of Chicago Press, 1936), pp. 190-91.

> added responsibility of policing their family radio sets. There is a definite place on the air for such broadcasts, and we feel that our responsibility ceases when we persuade the sponsor to buy a later time for a crime show than the bedtime of the average school child who needs to go to bed early and rest unexcited by a crime broadcast.[26]

According to Lohr, the National Broadcasting Company is anxious to give the public service of a high order and the finest in entertainment, culture, and information. He says, "We know that the severest censor is the thumb and forefinger of the American public. We know that if we do not please our listeners, we lose them—and the loss is ours."[27]

As a leading network, this company recognized its responsibility to the children of the nation and issued standards for their broadcasting of children's programs:

1. No torture or suggestion of torture.
2. No horror present or impending.
3. No use of the supernatural or superstition likely to arouse fear.
4. No profanity or vulgarity.
5. No kidnapping or threats of kidnapping.

[26]Thomas Freebairn-Smith, "Democracy and the Broadcaster," Phi Delta Kappan, XXI (March, 1939), 323-26.

[27]Lenox R. Lohr, Some Social and Political Aspects of Broadcasting, an address at the Twenty-sixth Annual Meeting of the Chamber of Commerce of the United States, Washington, D. C., May 4, 1938, p. 11.

6. In order that children will not be emotionally upset, no program or episode shall end with an incident which will create in their minds morbid suspense or hysteria.
7. Dramatic action should not be over-accentuated through gunplay or through other methods of violence. To prevent over-stimulation of the child's imagination, sound effects intended to anticipate or stimulate either death or physical torture are not permitted.[28]

That broadcasters are willing and even anxious to work with educators to improve the quality of programs was presented in the findings of the First Workshop in Education held at Boston University. "Recent action, on a national scale, proves that broadcasters are seriously considering the effects of radio on children by regulating broadcasts which deal with crime, sex, and ethical standards."[29]

While these various codes of ethics which broadcasters have developed have been to some extent means of

[28]Dorothy Gordon, op. cit., p. 59.

[29]The New England Committee on Radio in Education, A Report of the First Workshop on Radio in Education, held at Boston University, Boston, July, 1947, p. 29.

self defense, they also represent the sincere effort of the radio industry to recognize its public responsibility.[30]

In summarizing the opinions and attitudes of parents and broadcasters it seems fair to conclude that both groups realize their responsibility toward children concerning their radio listening and that much still remains to be done by both groups in raising the standards of children's radio fare.

Results of Research Related to Surveys

The importance of the radio in the daily lives of children and adults and the importance of determining its effect upon them is expressed in the following statement by I. Keith Tyler:

> The radio as an instrument of communication has become so commonplace--so much an accepted part of our daily living--that we often fail really to comprehend its significance. It is pervasive, we can hardly get away from it anywhere we go; yet it is seldom that we take the trouble to analyze what it is doing to us or to the younger generation. But it is important that we should make this analysis, for, as teachers, we are intimately concerned with the everyday lives of our pupils and the social influences which are brought to bear upon them. Any facts which we can collect which will throw light upon the influence of the radio upon boys and girls will be of positive value in its implications for adolescent education.[31]

[30] Norman Woelfel and I. Keith Tyler, op. cit., p. 245.

[31] I. Keith Tyler, "The Listening Habits of Oakland (California) Pupils," The English Journal, XXV (March, 1936), 206.

That radio as a leisure time activity has increased is evidenced by the growth in the number of homes with radio sets and the number of sets in use. In 1930, there were 12,048,762 homes with 13,000,000 radio sets in use. In 1947, the number of homes with radios had increased to 37,000,000 while the number of sets showed a total of 66,000,000.[32]

Survey and research studies to determine the listening interests of children have revealed significant information and results which show a rather high degree of agreement.

In a recent survey (1948) of the interests of children of grades four, five, and six, Hickey formulated the following conclusions:

1. Children in grade six spent more time listening to the radio than did children of grades four and five.
2. The oldest children spent more time listening than did the youngest children.
3. Children with the highest mental ages spent more time listening to the radio than did the children with the lowest mental ages.

[32]The World Almanac and Book of Facts for 1948, edited by E. Eastmen Irvine, (New York: New York World Telegram, 1948), p. 580.

4. There is no significant difference in the amount of time spent in listening to the radio by boys and girls.
5. Comedy, Mystery, and True Life Drama made nearly seventy-five per cent of the total number of programs heard.
6. Historical Drama, Religion, Symphony and Opera made one per cent of the total number of programs heard.
7. The boys heard more programs than did the girls in Comics, Mystery, Quiz, Sports, and Weather Categories.
8. The girls heard more programs of Legitimate Theater and True Life Drama than did the boys.
9. The youngest children appeared to listen to more programs on Religion than did the oldest children.
10. In Quiz, Symphony, and Legitimate Theater categories, the children with the highest mental ages appeared to hear more programs than did the children with the lowest mental ages.[33]

[33] Florence E. Hickey, "Children's Interests in Moving Pictures, Radio Programs, and Voluntary Book Reading," Unpublished Master's Thesis, Boston University, Boston, 1948.

In the study of the responses to a questionnaire submitted to 963 children W. L. Gottenberg and R. L. Neal found the following to be true:

1. Regardless of economic status, 903 out of 963 pupils had a radio to which 819 of them listened daily. 582 of these pupils did their listening between the hours of six and nine-fifteen o'clock in the evening.
2. Children are not especially interested in juvenile broadcasts as the hours during which they listened had programs designed for adults, and most of their preferences indicated programs planned for adults.[34]

From a survey conducted by Roy Robinson in Michigan of 2000 elementary school children it was found that the average pupil in grades four through eight listens at least one and one-half hours per day to the radio. It further found that he listens a less amount on Saturday and Sunday than on other days and listens more to evening than to afternoon programs.[35]

In discussing the difference in program choices of

[34]W. L. Gottenberg and R. L. Neal, op. cit., 421.

[35]William B. Levenson, op. cit., p. 355.

children of higher and lower intelligences Herzog reports the results of two studies dealing with sixth grade children:

> Children of a higher I. Q. listen to a greater variety of programs. They listen more than those of lower I. Q. to news, classical music and comedy programs. - - - - - - - - The more intelligent children prefer programs requiring a more active participation - - - - The program preferences of the more intelligent children reflect a more mature rather than a radically different taste.[36]

Significant is the fact that quite often programs highly recommended by parents appear at the bottom of children's lists while those least approved by parents are children's favorites.[37]

In regard to children's listening, Dr. Julius Yourman finds that most children like and listen regularly to programs which have sustained interest. Of a large group of children studied, fifty per cent of them said they would rather listen to radio friends than visit with real friends. Some felt life would be empty without radio and many turn to radio to escape from monotony.

[36]Herta Herzog, Survey of Research on Children's Radio Listening (New York: Office of Radio Research, Columbia University, 1941), pp. 23-4.

[37]Josette Frank, "These Children's Programs!" Parents' Magazine, XIV (February, 1939), 28-9.

Children devote more time to radio than to any other leisure-time activity. This may indicate that radio is more accessible than any other of the leisure-time activities and that listening requires less effort.[38]

Eisenberg gives a brief account of partial findings of an investigation in two Brooklyn schools:

> - - - - Out of a total of 384 pupils in the sixth grade only 32, 8 per cent, had no radio at home; 42, 10 per cent, had more than one radio. The pupils listened to a range of 244 programs. Of these programs, 24 were preferred by 21 children or more, and 6 programs were preferred by 100 children or more. Girls seem to cluster around favorite programs more than boys. There also seems to be a definite sex difference in the expressions of preference for certain programs. Evening hours are liked best for listening to radio programs; late afternoon hours are liked next. - - - -
> - - - - Three hundred three pupils, 79 per cent, stated that they listen to the radio in company with some other members of the family - - - - . Eighty pupils, 20 per cent, report that their parents have prohibited them from listening to certain programs. - - - -
> - - - - One hundred five, 27 per cent, reported that they engage in other activities while listening to the radio including such diverse occupations as reading, playing, studying, cleaning, home-work, eating, and sewing.[39]

From a study of 700 students of high seventh,

[38]Dr. Julius Yourman, Seventeenth Yearbook, Education on the Air (Columbus, Ohio: Ohio State University, 1947), p. 299.

[39]Azriel L. Eisenberg, Fifth Yearbook, Education on the Air (Columbus, Ohio: Ohio State University, 1934), pp. 318-24.

high ninth, and high eleventh grades it was found that 98 per cent came from homes with radios. These children averaged two hours and twenty-two minutes daily listening during school days and slightly more on Saturdays and Sundays. The girls spent somewhat more time at the radio than did the boys. The brighter children spent somewhat less time than did those not so intellectually minded. The group as a whole showed a preference for programs with adult appeal.[40]

A very recent study (1948) made by Margaret Nicholson summarizes these findings from a survey conducted with high school pupils:

1. One hundred per cent of the girls and 99.6 per cent of the boys had radios in their homes.
2. Girls listen more regularly than boys.
3. About fifty per cent of the students listen alone at times.
4. Most of them engage in other activities while listening, but about fifty per cent do some active listening.

[40] I. Keith Tyler, op. cit., pp. 207-8.

5. The girls average a daily listening of two hours fifty-four minutes during the school week; boys, two hours six minutes.
6. Both boys and girls show a strong preference for variety and comedy, drama, and popular music.
7. Girls and boys give similar reasons for preferring specific programs.
8. Both show a willingness to accept program suggestions from parents and teachers, but the percentage of girls is higher.
9. All programs pupils have listened to as a result of parent and teacher suggestions have educational or cultural values.[41]

Two investigations have produced interesting statements relating to parental and teacher guidance in children's radio listening. A comprehensive study based upon questionnaires filled out by 1825 pupils in grades one through eight discloses that more than one third of the children were subject to some parental restrictions on their radio listening, that there is less restriction as

[41]Margaret Nicholson, "Out-of-School Radio-Listening Interests of Senior High School Pupils," Unpublished Master's Thesis, Boston University, Boston, 1948.

the children grow older, and that there is a greater amount on the girls than on the boys.[42] Another study of 3000 children in the New York metropolitan area concludes that, "Little is done by the teacher in directing children to worth-while programs. Only 1/3 of the children report that their teachers ever directed them in their radio listening."[43]

[42]William B. Levenson, op. cit. (citing "The Home Radio Listening of Wilmette Grade-School Children," Bulletin issued by Wilmette, Illinois, P. T. A., pp. 8, 10, 24, 25, 30), p. 356.

[43]Ibid, (citing A. L. Eisenberg, Children and Radio Programs, Columbia University Press, 1936, pp. 184-85), p. 357.

A summary of the foregoing studies made to determine the listening interests of children seems to indicate that while the results vary somewhat they tend in general to draw these conclusions:

1. Regardless of the economic status of the home, practically all have radios.
2. Children average over two hours daily listening.
3. More listening is done in the evening than at any other time.
4. Children listen less on Saturdays and Sundays than on other days.
5. There is a narrow range of listening on the part of children.
6. Few programs produced for children appeal to children, especially as they grow older.
7. Children listen to many adult programs.
8. The program which is exciting appeals most.
9. Youngsters are uncritical in their listening.
10. The amount of parental restrictions on radio listening is not very great, particularly as children grow older.
11. Sex does have some effect upon the listening interests of children.

CHAPTER III

PROCEDURE

Restatement of the Problem

As was previously stated in Chapter I, the purpose of this study is to survey the out-of-school radio listening interests of children at the sixth grade level and to note the relationship of sex to the following:

1. The amount of time given to listening.
2. The choice of programs.
3. The amount of parental restriction in listening.
4. The amount and effect of guidance in the selection of programs.
5. The days and hours during which most listening occurs.
6. The other activities engaged in while listening.
7. Favorite programs and reasons for their choice.

To accomplish this purpose, a report of the out-of-school radio listening activities of the pupils was secured.

Description of Pupil Population

The children whose out-of-school radio listening interests are surveyed in this study were selected from the eighteen elementary schools of a city which is both residential and industrial and whose inhabitants number

approximately 88,000. The pupils, 261 boys and 250 girls, represent a good cross section of various ancestral backgrounds, socio-economic levels, and mental abilities. They are from both English and non-English speaking homes.

Description of Survey

A questionnaire[44] was submitted to the 511 pupils who filled them out under the direction of the regular classroom teachers, who had been previously contacted by the writer. Since pupils of all reading abilities are represented in the survey, the teachers were asked to read to the pupils each direction and question before it was answered.

To ascertain the radio programs most popular with the pupils, a check list was included in the questionnaire. This list contains the programs for the week of November 7, 1948.

The findings of the survey derived from answers from the questionnaires were organized as follows:

1. Number of radios in the homes of boys and girls.
2. Number and percentage of boys and girls who own radios.
3. Rooms in which boys and girls keep their own radios.
4. Number and percentage of boys and girls who choose their own radio programs.

[44] See Appendix

5. Number and percentage of boys and girls who listen to the radio with their families.
6. Radio programs to which fifteen or more boys and girls report having listened with their families.
7. Number and percentage of boys and girls who listen at certain periods of the day.
8. Number and percentage of boys and girls who listen on Saturday and Sunday.
9. Hours when boys and girls stop listening on school days, on Saturday, and on Sunday.
10. Mean number of radio listening hours in school days, Saturday, and Sunday for boys and girls.
11. Number and percentage of boys and girls who engage in other activities while listening to the radio.
12. Activities boys and girls engage in while listening.
13. Radio programs which boys and girls report they like classified according to categories.
14. The five morning programs on the check list most popular with boys; the five morning programs on the check list most popular with girls.

15. The five lunch time programs on the check list most popular with boys; the five lunch time programs on the check list most popular with girls.
16. The fifteen afternoon and evening programs on the check list most popular with boys; the fifteen afternoon and evening programs on the check list most popular with girls.
17. The ten Saturday programs on the check list most popular with boys; the ten Saturday programs on the check list most popular with girls.
18. The fifteen Sunday programs on the check list most popular with boys; the fifteen Sunday programs on the check list most popular with girls.
19. Radio programs six or more boys report as their favorites; radio programs six or more girls report as their favorites.
20. Reasons given by boys and girls for liking their favorite programs.
21. Persons from whom boys and girls receive help in choosing radio programs.

22. Number and percentage of boys and girls who have listened to programs suggested by parents, teachers, and friends.
23. Specific radio programs to which ten or more boys report having listened at the suggestion of parents, teachers, and friends; specific radio programs to which ten or more girls report having listened at the suggestion of parents, teachers, and friends.
24. Number and percentage of boys and girls who have stopped listening to programs at the suggestion of parents, teachers, and friends.
25. Radio programs to which five or more boys report having stopped listening at the suggestion of parents, teachers, and friends; radio programs to which five or more girls report having stopped listening at the suggestion of parents, teachers, and friends.
26. Reasons boys and girls give for listening to the radio.

The data will be used to discover whether there are sex differences in the listening habits of sixth grade pupils, their program preferences, their response to program suggestions, and their reasons for listening.

CHAPTER IV

ANALYSIS OF DATA

An interpretation of the findings of the survey compiled from questionnaires filled out by 511 sixth grade pupils will now be presented to determine the radio listening interests of boys and girls, their program preferences, their response to program suggestions, and their reasons for listening.

TABLE I

CHRONOLOGICAL AGE FREQUENCY DISTRIBUTION OF PUPILS

Age	Boys	Girls	Total
Ten	45	47	92
Eleven	142	151	293
Twelve	52	40	92
Thirteen	18	12	30
Fourteen	4	0	4
Total	261	250	511

Although all the pupils are in the sixth grade, it is interesting to note that the ages range from ten to fourteen years. The age of the greatest number of both boys and girls is eleven, the average age of sixth grade pupils. It is also interesting to note that there is a fairly even distribution of both ages and sexes.

TABLE II

MENTAL AGE FREQUENCY DISTRIBUTION OF PUPILS

Mental Age	Boys	Girls	Total
Eight	3	1	4
Nine	19	15	34
Ten	37	40	77
Eleven	72	69	141
Twelve	61	65	126
Thirteen	40	30	70
Fourteen	21	16	37
Fifteen	4	12	16
Sixteen	4	1	5
Seventeen	0	1	1
Total	261	250	511

While mental age has no direct bearing on this study, Table II indicates that the pupils involved represent a wide range of mental ages, from eight to seventeen years. The greatest number of both boys and girls have a mental age of eleven years.

Findings on Radio Listening Habits

Radios in the Homes of Pupils

To determine whether all have access to radios, the pupils were asked to tell how many radios they have in their homes. Table III reveals that all have at least one radio, while several have more than one.

TABLE III

NUMBER OF RADIOS IN HOMES OF BOYS AND GIRLS

Number of Radios	Boys	Girls	Total
One	43	45	88
Two	75	89	164
Three	75	53	128
Four	36	38	74
Five	20	20	40
Six	10	3	13
Seven	1	1	2
Eight	1	1	2
Total	261	250	511

Since all have access to at least one radio, it seems reasonable to assume that radio plays an important part in the leisure-time activities of these pupils.

Ownership of Radios

Pupils were asked to indicate whether they have radios of their own. Table IV shows that 51 per cent of the boys and 44 per cent of the girls have radios of their own.

TABLE IV

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO OWN RADIOS

Radio Ownership	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	134	110	51	44
No	127	140	49	56

To discover whether relationship exists between the location of the radio in the home and the extent to which pupils choose their own programs, the pupils were asked to state in which room their own radio is kept. The results are given in Table V.

TABLE V

ROOMS IN WHICH BOYS AND GIRLS KEEP THEIR OWN RADIOS

Rooms	Number of boys	Number of girls	Per cent boys	Per cent girls
Bedroom	124	98	48	39
Living room	3	8	1	3
Dining room	1	2	less than 1	1
Kitchen	4	1	2	less than 1
Den	1	0	less than 1	-
Hall	0	1	-	less than 1
Cellar	1	0	less than 1	-

Table V shows that the highest percentage of both boys and girls keep their radios in their bedrooms. The percentage of boys is higher than the percentage of girls.

Extent to Which Pupils Select Their Own Programs

TABLE VI

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO CHOOSE THEIR OWN RADIO PROGRAMS

Answer	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	126	103	48	41
No	135	147	52	59

Table VI shows that less than 50 per cent of both boys and girls choose their own programs, but the percentage of boys choosing their own programs is higher than the percentage of girls. This may be partly explained by the statistics in Table IV and Table V which reveal that more boys than girls own radios and more boys than girls keep their radios in their bedrooms.

Family Listening

The data of Table VII reveal that 84 per cent of the boys and 94 per cent of the girls listen with their families.

TABLE VII

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN WITH THEIR FAMILIES

Answer	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	219	236	84	94
No	42	14	16	6

The percentage of boys and girls who listen with their families may seem surprisingly high when one considers that 83 per cent of the homes have more than one radio, and 48 per cent of the pupils have radios of their own. However, this high percentage may be explained in part by the fact that many programs reported as favorites by both boys and girls are also reported as those listened to by the family groups.

Table VIII lists the programs to which boys and girls listen with their families.

The list of eighteen programs to which the families listen contains nine programs of the comedy-variety type, four drama programs, three quiz programs, one music program, and one sports program. The latter is a general classification, not a specific program.

TABLE VIII

RADIO PROGRAMS TO WHICH FIFTEEN OR MORE BOYS AND GIRLS REPORT HAVING LISTENED WITH THEIR FAMILIES

Program	Number of boys	Number of girls	Per cent boys	Per cent girls
Jack Benny	66	62	25	25
Stop the Music	44	65	17	26
Blondie	34	26	13	10
Truth or Consequences	29	34	11	14
Phil Harris	26	41	10	16
Edgar Bergen	23	16	9	6
Quick As a Flash	23	-	9	-
Lone Ranger	21	-	8	-
Arthur Godfrey	21	30	8	12
Sports	18	-	7	-
Life of Riley	17	16	7	6
Roy Rogers	17	19	7	8
The Shadow	17	-	7	-
Aldrich Family	16	-	6	-
Lux Radio Theater	-	27	-	11
Hit Parade	-	20	-	8
Date With Judy	-	16	-	6
Great Gildersleeve	-	15	-	6

Days and Periods of the Day When Pupils Listen

Table IX indicates that there is very little difference in the amount of listening of the boys and girls during the various periods of the day.

TABLE IX

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN AT CERTAIN PERIODS OF THE DAY

Periods of the day	Number of boys	Number of girls	Per cent boys	Per cent girls
Before school	128	112	49	45
Lunch time	137	148	52	59
After school afternoon	140	124	54	50
After evening meal	255	250	98	100

After the evening meal seems to be the period when the greatest amount of listening is done by both boys and girls, since 98 per cent of the boys and 100 per cent of the girls listen during this period.

Table X shows the number of boys and girls who listen on Saturday and Sunday.

TABLE X

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN ON SATURDAY AND SUNDAY

Day	Number of boys	Number of girls	Per cent boys	Per cent girls
Saturday	248	248	95	99
Sunday	257	248	98	99

Table X reveals that a large percentage of both boys and girls listen on Saturday and Sunday, the percentage of girls being slightly higher than the percentage of boys.

Hours When Pupils Stop Listening

To determine the hours at which they stop listening the pupils were asked to indicate at what time they stopped listening to the radio on school days, on Saturday, and on Sunday.

According to the data supplied by Table XI, the largest percentage of both boys and girls stop listening to the radio on school days between eight and nine o'clock.

TABLE XI

HOURS WHEN BOYS AND GIRLS STOP LISTENING ON SCHOOL DAYS

Hours	Number of boys	Number of girls	Per cent boys	Per cent girls
6:00	3	3	1	1
7:00	9	17	3	7
8:00	107	106	41	42
9:00	111	107	43	43
10:00	26	12	10	5
11:00	5	5	2	2

It is interesting to note that 43 per cent of both boys and girls stop listening at nine o'clock, while 41 per cent of the boys and 42 per cent of the girls stop listening at eight o'clock.

Table XII shows that the largest percentage of both boys and girls stop listening to the radio on Saturday between the hours of nine and ten, the percentage of girls being higher than the percentage of boys for the nine o'clock hour.

TABLE XII

HOURS WHEN BOYS AND GIRLS STOP LISTENING ON SATURDAY

Hours	Number of boys	Number of girls	Per cent boys	Per cent girls
6:00	3	3	1	1
7:00	2	6	1	2
8:00	24	32	9	13
9:00	115	137	44	55
10:00	77	60	30	24
11:00	27	10	10	4

It is interesting to note that a larger percentage of boys and girls listen later on Saturday than on school days as shown in Table XI.

Table XIII shows that the largest percentage of both boys and girls stops listening on Sunday at nine o'clock and that the percentage of boys and girls is the same.

TABLE XIII

HOURS WHEN BOYS AND GIRLS STOP LISTENING ON SUNDAY

Hours	Number of boys	Number of girls	Per cent boys	Per cent girls
6:00	2	2	1	1
7:00	4	8	2	3
8:00	61	72	23	29
9:00	143	137	55	55
10:00	37	25	14	10
11:00	10	4	4	2

An examination and comparison of the data presented in Tables XI, XII, and XIII reveals that there are no really great sex differences as regards the hours at which pupils stop listening to the radio on school days, Saturday, and Sunday.

Amount of Time Pupils Spend Listening to the Radio

In order to determine the amount of out-of-school radio listening, the pupils were asked to indicate how many hours they listen on school days, on Saturday, and on Sunday. Table XIV shows the mean number of hours for boys and girls.

TABLE XIV

MEAN NUMBER OF RADIO-LISTENING HOURS IN SCHOOL DAYS, SATURDAY, AND SUNDAY FOR BOYS AND GIRLS

Days	Mean number of hours for boys	Mean number of hours for girls
School days	2.5	2.4
Saturday	2.6	2.6
Sunday	3.0	2.8

Both boys and girls spend approximately the same amount of time each day listening to the radio. Thus the results revealed show no great sex differences.

Activities Pupils Engage in While Listening

In response to the question, "Do you usually do something else while listening to the radio?" 71 per cent of the boys and 84 per cent of the girls answered in the affirmative.

TABLE XV

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO ENGAGE IN OTHER ACTIVITIES WHILE LISTENING TO THE RADIO

Answer	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	185	209	71	84
No	76	41	29	16

The fact that the percentage of girls who engage in other activities while listening is higher than the percentage of boys may be explained in part by the findings set forth in Table XVI which lists the activities engaged in by the pupils while listening.

TABLE XVI

ACTIVITIES BOYS AND GIRLS ENGAGE IN WHILE LISTENING

Activities	Number of boys	Number of girls	Per cent boys	Per cent girls
Baby sitting	-	2	-	less than 1
Cooking	-	4	-	2
Dancing	4	4	2	2
Doing dishes	10	53	4	21
Drawing	61	71	23	28
Eating	79	73	30	29
Fixing hair and nails	-	6	-	2
Hobbies	35	-	13	-
Homework	17	27	7	11
Housework and chores	27	52	10	21
Knitting	-	64	-	26
Playing	44	31	17	12
Playing games	53	62	20	25
Reading	121	99	46	40
Resting	17	8	7	3
Sewing Fancy work	-	57	-	23
Singing	1	2	less than 1	less than 1
Talking	18	17	7	7
Thinking	3	-	1	-
Writing	2	15	less than 1	6

The list in Table XVI indicates that girls engage in more activities while listening than do boys, but that both boys and girls show a definite tendency to divide their attention while listening to the radio.

Activities in which the highest percentage of girls engage while listening are household chores, handwork, drawing, playing games, eating, and reading, while the highest percentage of boys engage in drawing, eating, playing games, and reading while listening.

The activities engaged in by the highest percentage of boys and girls show no differences with the exception of household chores and handwork, activities more applicable to girls than to boys.

On the whole, there are very few differences in the entire list of activities in which boys and girls engage while listening.

Program Preferences

Program Preferences According to Categories

Programs according to categories were listed in the questionnaire and the pupils were directed to check those which they like. The results are given in Table XVII and are summarized as follows:

In the "Stories" category the types of programs most popular with 50 per cent or more of the boys in the order of popularity are: adventure, detectives, history, and animals. Of the girls 50 per cent or more prefer adventure and detectives.

The preferences in the "Music" category of 50 per cent or more of the boys are: popular "hit" songs and hillbilly songs. The girls prefer popular "hit" songs, piano, and swing, dance programs.

The "Miscellaneous" category reveals that 50 per cent or more of both boys and girls like fun, comedy, variety programs, quiz programs, and plays. The only outstanding difference in the preferences of this category is in sports to which boys (92 per cent) give first place, and the girls (40 per cent) last place.

In general, it appears that most of the program preferences of boys and girls are much alike, noticeable differences appearing only in such programs as sports, in

which boys have a natural interest, and piano and swing, dance programs in which a greater number of girls than boys of this age, have a natural interest.

TABLE XVII

RADIO PROGRAMS WHICH BOYS AND GIRLS REPORT THEY LIKE CLASSIFIED ACCORDING TO CATEGORIES

Programs according to categories	Number of boys	Number of girls	Per cent boys	Per cent girls
Stories				
Adventure	243	204	93	82
Animals	138	114	53	46
Detectives	212	167	81	67
Hobbies	91	93	35	37
Interesting People	103	113	39	45
Scientific things	114	62	44	25
History	160	103	61	41
Religion	71	87	27	35
Music				
Popular "hit" songs	185	210	71	84
Ballads, folk songs	68	110	26	44
Classical songs	95	115	36	46
Hill-billy songs	150	123	57	49
Opera	56	55	21	22
Swing, dance	86	145	33	58
Piano	88	147	34	59
Symphony	82	98	31	39
Organ	76	91	29	36
Miscellaneous				
Fun, comedy, variety	228	217	87	87
Quiz, question bee	203	209	78	84
Plays	156	188	60	75
Sports	239	99	92	40

Specific Program Preferences

To determine the specific programs most popular with the boys and girls, a check list was provided as a part of the questionnaire. The list includes all the programs for the week of November 7, 1948. Since it was of such great length, it was decided to group the programs according to the following listening periods: before school, lunch time, afternoons and evenings, Saturday, and Sunday. The five morning programs most popular with the boys are given in Table XVIII.

TABLE XVIII

THE FIVE MORNING PROGRAMS MOST POPULAR WITH BOYS

Program	Number of boys	Per cent boys
Weather	120	46
News	99	38
Breakfast With JDA	94	36
Don Dixon	92	35
Song Hits	54	21

Of the five morning programs most popular with the boys two are weather broadcasts, two emphasize music, and one is a news program. Breakfast With JDA (music) and Don Dixon (weather) are programs broadcast from the local broadcasting station.

Table XIX lists the five morning programs most popular with the girls.

TABLE XIX

THE FIVE MORNING PROGRAMS MOST POPULAR WITH GIRLS

Program	Number of girls	Per cent girls
Weather	88	35
Breakfast With JDA	80	32
Don Dixon	79	32
News	76	30
Song Hits	56	22

While the order of preference is slightly different, the five morning programs most popular with the girls, are identical with those most popular with the boys.

The five lunch time programs most popular with the boys are given in Table XX.

TABLE XX

THE FIVE LUNCH TIME PROGRAMS MOST POPULAR WITH BOYS

Program	Number of boys	Per cent boys
Bing Crosby	75	29
Welcome Travelers	59	23
Kate Smith Speaks	53	20
Our Gal Sunday	48	18
Aunt Jenny	47	18

Of the five programs most popular during the lunch time period, the boys place music as their first choice and the story type program as last choice.

TABLE XXI lists the five lunch time programs most popular with the girls.

TABLE XXI

THE FIVE LUNCH TIME PROGRAMS MOST POPULAR WITH GIRLS

Program	Number of girls	Per cent girls
Our Gal Sunday	103	41
Helen Trent	100	40
Aunt Jenny	95	38
Bing Crosby	85	34
Kate Smith Speaks	58	23

In Table XXI, the girls indicate a definite preference for the story type program. In comparing the results of Tables XX and XXI there is little difference in the program preferences of boys and girls, although the order of preference is significantly different.

The fifteen afternoon and evening programs most popular with the boys are given in Table XXII.

TABLE XXII

THE FIFTEEN AFTERNOON AND EVENING PROGRAMS MOST POPULAR WITH BOYS

Program	Number of boys	Per cent boys
Lone Ranger	208	80
Blondie	195	75
Aldrich Family	189	72
This Is Your F.B.I.	180	69
Life of Riley	166	64
Fat Man	166	64
Capt. Midnight	159	61
Tom Mix	158	61
Superman	153	59
Answer Man	153	59
Green Hornet	152	58
Abbott and Costello	148	57
Great Gildersleeve	143	55
Duffy's Tavern	142	54
Break the Bank	136	52

The list of fifteen programs most popular with the boys contains seven drama programs, all of the exciting

adventure or detective type, six comedy-variety programs, one quiz program, and one program of the informational type. Thus the boys show a strong preference for drama and comedy-variety programs.

Table XXIII lists the fifteen afternoon and evening programs most popular with the girls.

TABLE XXIII

THE FIFTEEN AFTERNOON AND EVENING PROGRAMS MOST POPULAR WITH GIRLS

Program	Number of girls	Per cent girls
Blondie	214	86
Aldrich Family	191	76
Date With Judy	180	72
Lone Ranger	174	70
Life of Riley	172	69
Arthur Godfrey	157	63
Great Gildersleeve	153	61
Hollywood Theater	142	57
Mr. and Mrs. North	135	54
Duffy's Tavern	133	53
Superman	129	52
This Is Your F.B.I.	128	51
Green Hornet	125	50
Burns and Allen	125	50
Curtain Time	124	50

The fifteen programs selected by the largest number of girls include eight of the comedy-variety type and

seven drama programs. The girls, therefore, indicate a preference for comedy-variety and drama programs.

Tables XXII and XXIII reveal that although specific program choices of the boys and girls vary somewhat, the types of program preferences remain the same. Here, again, it is the order of preference which differs.

The ten Saturday programs most popular with the boys are shown in Table XXIV.

TABLE XXIV

THE TEN SATURDAY PROGRAMS MOST POPULAR WITH BOYS

Program	Number of boys	Per cent boys
Truth or Consequences	162	62
Gangbusters	155	59
Ozzie and Harriet	138	53
Football Game	129	49
Dennis Day	126	48
Archie Andrews	118	45
Judy Canova	90	34
Mr. Malone	88	34
Hit Parade	86	33
Famous Trials	72	28

The list of ten programs most popular with the boys contains four comedy-variety programs, three mystery dramas, and one each of the sports, quiz, and music programs. Here the boys show a preference for comedy-variety and drama programs.

Table XXV lists the ten Saturday programs most popular with the girls.

TABLE XXV

THE TEN SATURDAY PROGRAMS MOST POPULAR WITH GIRLS

Program	Number of girls	Per cent girls
Truth or Consequences	166	66
Archie Andrews	164	66
Ozzie and Harriet	158	63
Dennis Day	138	55
Hit Parade	125	50
Judy Canova	109	44
Gangbusters	92	37
Let's Pretend	91	36
Junior Miss	88	35
Talent Hour	86	34

The list of ten programs most popular with the girls includes six of the comedy-variety type, and one each of the drama, quiz, music, and story-hour programs. Thus the girls show a strong preference for comedy-variety programs. A comparison of Tables XXIV and XXV, shows, once again, that there are no significant sex differences in program preferences. The difference occurs in the order of preference.

The fifteen Sunday programs most popular with the boys are listed in Table XXVI.

TABLE XXVI

THE FIFTEEN SUNDAY PROGRAMS MOST POPULAR WITH BOYS

Program	Number of boys	Per cent boys
Roy Rogers	187	72
Jack Benny	179	69
Nick Carter	172	66
The Shadow	160	61
Quick as a Flash	155	59
Gene Autry	142	54
Amos n'Andy	134	51
Sam Spade	133	51
Phil Harris	129	49
Detective Mystery	124	48
House of Mystery	117	45
Fred Allen	116	44
Stop the Music	113	43
Bergen-McCarthy	98	38
Quiz Kids	97	37

The fifteen programs listed in Table XXVI include seven drama programs, predominantly the mystery type, five comedy-variety programs, and three quiz programs. Here, boys show a preference for drama programs.

Table XXVII lists the fifteen Sunday programs most popular with the girls.

TABLE XXVII

THE FIFTEEN SUNDAY PROGRAMS MOST POPULAR WITH GIRLS

Program	Number of girls	Per cent girls
Roy Rogers	180	72
Jack Benny	173	69
Nick Carter	146	58
Quick as a Flash	146	58
The Shadow	143	57
Gene Autry	143	57
Phil Harris	138	55
Stop the Music	135	54
Sam Spade	119	48
Fred Allen	117	47
Amos n'Andy	107	43
House of Mystery	107	43
Quiz Kids	96	38
Detective Mystery	95	38
Bergen-McCarthy	77	31

The fifteen Sunday programs most popular with the girls are identical with those most popular with the boys. The order of preference varies somewhat.

It is interesting to note that Roy Rogers, Jack Benny, and Nick Carter are the first three choices of both boys and girls. The remaining programs listed as the most popular by both boys and girls vary in order of preference.

Favorite Programs

The pupils were asked to state their favorite radio program. Specific programs named by six or more boys are given in Table XXVIII.

TABLE XXVIII

RADIO PROGRAMS SIX OR MORE BOYS REPORT AS THEIR FAVORITES

Program	Number of boys	Per cent boys
Lone Ranger	29	11
Sports	15	6
Jack Benny	13	5
Cavalcade of America	9	3
Roy Rogers	9	3
Truth or Consequences	8	3
Red Skelton	8	3
Stop the Music	8	3
Amos n'Andy	8	3
Inner Sanctum	7	3

Of the ten programs listed by six or more boys as their favorites, four are drama programs, three are of the comedy-variety type, and two are quiz programs. Sports is listed by the boys as a general classification, not as specific programs. However, in the rank order of popularity, sports is second.

The programs listed by six or more girls as their favorites are given in Table XXIX.

TABLE XXIX

RADIO PROGRAMS SIX OR MORE GIRLS REPORT AS THEIR FAVORITES

Program	Number of girls	Per cent girls
Stop the Music	21	8
Lux Radio Theater	16	6
Roy Rogers	14	6
Cavalcade of America	13	5
Blondie	13	5
Date With Judy	12	5
Lone Ranger	10	4
Truth or Consequences	9	4
Jack Benny	8	3
Juvenile Jury	6	2

Of the ten programs listed in Table XXIX, five are drama programs, three are comedy-variety programs, and two quiz programs. In comparing Tables XXVIII and XXIX, it will be noted that while specific program titles differ, the types of program remain the same for both boys and girls. The only significant difference is in sports, in which boys have more interest than girls.

Reasons for Liking Specific Programs

The pupils were asked to give reasons for liking favorite programs. Their replies have been summarized and are presented in Table XXX.

TABLE XXX

REASONS GIVEN BY BOYS FOR LIKING FAVORITE PROGRAMS

Reason	Number of boys	Per cent boys
Exciting	41	16
Funny	26	10
Interesting	11	4
Like sports	9	3
Entertaining	8	3
Like cowboys	7	3
Educational	7	3
Prizes offered	3	1
Like quizzes	2	less than 1

The reasons given in Table XXX by the boys, are consistent with their program preferences. The seven boys who give "educational" as a reason for liking a favorite program are all pupils of a teacher who suggested Cavalcade of America as good listening. Among her reasons was that it was educational.

Reasons given by the girls for liking favorite programs are presented in Table XXXI.

TABLE XXXI

REASONS GIVEN BY GIRLS FOR LIKING FAVORITE PROGRAMS

Reason	Number of girls	Per cent girls
Funny	40	16
Interesting	29	12
Exciting	17	7
Tells about movies	11	4
Educational	10	4
Like quizzes	7	3
Prizes	5	2
Like cowboys	3	1

The reasons given in Table XXXI by the girls are consistent with their program preferences. The ten girls who give "educational" as a reason for liking a favorite program are also pupils of the teacher referred to in Table XXX who suggested Cavalcade of America as good listening. The reasons given by both boys and girls are much alike. "Exciting," "funny," and "interesting" are reasons given by the highest percentage of both boys and girls, "exciting" taking first place with the boys, while "funny" is placed first by the girls.

In summarizing the data in Tables XVIII through XXXI, it seems logical to conclude that boys and girls have much the same radio tastes. Their specific preferences are for drama and comedy-variety programs, programs that have excitement, mystery, adventure, and entertainment, many of which are intended for adult listening. In short, the radio tastes of these pupils are limited. Such a situation is a challenge to teachers interested in improving the radio fare of their pupils.

Response to Program Suggestions

To determine to what extent their listening is influenced by the suggestions of other persons, the pupils were directed to name the persons from whom they receive help in choosing programs, and to name the programs and persons from whom they received the suggestions. The results are given in Tables XXXII through XXXVIII which follow:

TABLE XXXII

PERSONS FROM WHOM BOYS AND GIRLS RECEIVE HELP IN CHOOSING RADIO PROGRAMS

Person	Number of boys	Number of girls	Per cent boys	Per cent girls
Mother	41	66	16	26
Father	16	13	6	5
Mother and Father	21	25	8	10
Teacher	14	14	5	6
Friends	43	29	17	12

Referring to Table VI, it will be noted that 52 per cent of the boys and 59 per cent of the girls receive help in choosing radio programs. Table XXXII refers to these pupils and reveals the following:

Thirty per cent of the boys and 41 per cent of the girls receive help from their parents in choosing radio programs.

A larger percentage of both boys and girls receive help from their mothers than from their fathers.

The percentage of girls receiving help from their mothers is higher than the percentage of boys.

The percentage of boys and girls receiving help from teachers is the same and is very low.

TABLE XXXIII

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN TO PROGRAMS SUGGESTED BY PARENTS, TEACHERS, AND FRIENDS

Answer	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	214	222	82	89
No	47	28	18	11

Table XXXIII shows that a large percentage of both boys and girls listen to programs suggested by parents, teachers, and friends. The percentage of girls is higher than the percentage of boys.

The specific radio programs ten or more boys and girls report having listened to at the suggestion of parents, teachers, and friends are given in Table XXXIV and Table XXXV.

TABLE XXXIV

SPECIFIC RADIO PROGRAMS TO WHICH TEN OR MORE BOYS REPORT HAVING LISTENED AT THE SUGGESTION OF PARENTS, TEACHERS, AND FRIENDS

Program	Number of boys	Per cent boys	Mother	Father	Mother and Father	Teachers	Friends
Cavalcade of America	29	11	5	2	3	15	4
Jack Benny	26	10	3	6	4	-	13
Lone Ranger	25	10	1	2	1	-	21
Stop the Music	23	9	9	3	5	-	6
Blondie	20	8	1	2	5	-	12
Lux Radio Theater	15	6	3	-	4	-	8
Quick As a Flash	14	5	6	-	3	4	1
Truth or Consequences	13	5	4	-	4	-	5
Inner Sanctum	13	5	2	2	-	-	9
Arthur Godfrey	11	4	4	-	2	-	5
Answer Man	11	4	3	-	2	4	2
Superman	10	4	-	-	-	-	10
Roy Rogers	10	4	1	-	-	-	9
Phil Harris	10	4	-	3	3	-	4
Total Suggestions			42	20	36	23	109

TABLE XXXV

SPECIFIC RADIO PROGRAMS TO WHICH TEN OR MORE GIRLS REPORT HAVING LISTENED AT THE SUGGESTION OF PARENTS, TEACHERS, AND FRIENDS

Program	Number of girls	Per cent girls	Mother	Father	Mother and Father	Teachers	Friends
Stop the Music	33	13	11	4	13	-	5
Lone Ranger	26	10	1	3	1	-	21
Blondie	26	10	7	-	8	-	11
Arthur Godfrey	23	9	5	3	4	-	11
Roy Rogers	20	8	2	2	1	-	15
Cavalcade of America	19	8	1	1	2	12	3
Jack Benny	19	8	4	7	3	-	5
Lux Radio Theater	16	6	3	1	4	-	8
Date With Judy	14	6	1	-	1	-	12
Cinnamon Bear	13	5	2	-	2	-	9
Hit Parade	12	5	4	1	1	-	6
Truth or Consequences	12	5	6	2	-	-	4
Phil Harris	10	4	4	-	3	-	3
Archie Andrews	10	4	-	-	-	-	10
Nick Carter	10	4	2	1	1	-	6
Total Suggestions			53	25	44	12	129

While specific titles change, the lists in Table XXXIV and Table XXXV reveal that the programs suggested to both the boys and girls are of the same type.

Both lists show a predominance of programs which are entertaining and exciting. The programs having cultural or educational values are decidedly in the minority.

From this it may be inferred that such programs were not suggested to the pupils or if suggested were rejected by them.

However, since the programs reported here are also found in Table VIII, which lists programs listened to by family groups, and since the percentage of teachers offering suggestions is very low, it would appear that not many educational and cultural broadcasts were suggested to the boys and girls.

The pupils were asked, "Have you ever stopped listening to any programs because someone told you not to listen?" Those who answered in the affirmative were directed to list the programs and to tell whether the suggestion came from parents, teachers, or friends. The results are given in Tables XXXVI through XXXVIII. Table XXXVI tells the number and percentage of boys and girls who stopped listening to programs at the suggestion of parents, teachers, and friends.

TABLE XXXVI

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO HAVE STOPPED LISTENING TO PROGRAMS AT THE SUGGESTION OF PARENTS, TEACHERS, AND FRIENDS

Answer	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	135	104	52	42
No	126	146	48	58

Table XXXVI shows that a larger percentage of the boys than of the girls stopped listening to programs because they were told to by parents, teachers, or friends. The percentage of both boys and girls is not very high. In comparing these results with those given in Table XXXIII, it will be noted that the percentage of boys and girls who listened to suggested programs is much higher than the percentage of boys and girls who stopped listening. From this

one may infer that either the amount of restriction is not very great or that restrictions were ignored by the pupils.

Tables XXXVII and XXXVIII which follow list the programs to which boys and girls have stopped listening at the suggestion of parents, teachers, and friends.

It will be noted in Tables XXXVII and XXXVIII that fourteen of the programs found in both lists are identical. While the remaining programs in both lists differ as to specific titles, they are of the same type.

With the exception of Money Programs and Stop the Music, all programs reported by both groups as those to which they have stopped listening are crime, detective, and exciting adventure programs.

A further examination of Table XXXVII and Table XXXVIII reveals that parents are the persons from whom the boys and girls received the largest number of suggestions.

TABLE XXXVII

RADIO PROGRAMS TO WHICH FIVE OR MORE BOYS REPORT HAVING STOPPED LISTENING AT THE SUGGESTION OF PARENTS, TEACHERS, AND FRIENDS

Program	Number of boys	Per cent boys	Mother	Father	Mother and Father	Teachers	Friends
Inner Sanctum	58	22	22	9	22	5	-
Suspense	23	9	10	4	9	-	-
The Shadow	20	8	7	1	10	-	2
Murder Stories	19	7	8	2	8	-	1
Gangbusters	15	6	4	3	7	-	2
Murder at Midnight	13	5	8	2	3	-	-
Mysterious Traveler	13	5	1	1	9	1	1
Money Programs	12	5	-	-	2	10	-
Sam Spade	10	4	4	1	5	-	-
Nick Carter	10	4	2	1	6	-	1
Stop the Music	8	3	2	-	-	6	-
Fat Man	8	3	3	-	5	-	-
This Is Your F.B.I.	7	3	2	-	5	-	-
Superman	6	2	3	-	2	1	-
Green Hornet	6	2	3	-	3	-	-
Thin Man	6	2	4	-	2	-	-
True Detective	5	2	1	-	4	-	-
Capt. Midnight	5	2	2	-	2	1	-
Total Suggestions			86	24	104	24	7

TABLE XXXVIII

RADIO PROGRAMS TO WHICH FIVE OR MORE GIRLS REPORT HAVING STOPPED LISTENING AT THE SUGGESTION OF PARENTS, TEACHERS, AND FRIENDS

Program	Number of girls	Per cent girls	Mother	Father	Mother and Father	Teachers	Friends
Inner Sanctum	55	22	19	10	23	3	-
The Shadow	37	15	9	5	16	5	2
Murder Stories	27	11	8	2	13	2	2
Suspense	20	8	6	4	8	2	-
Money Programs	13	5	-	-	-	13	-
Gangbusters	12	5	2	2	5	1	2
Stop the Music	10	4	-	1	-	9	-
Murder at Midnight	9	4	3	2	4	-	-
Fat Man	8	3	3	1	3	1	-
Mysterious Traveler	8	3	-	-	5	3	-
Nick Carter	8	3	3	1	3	-	1
Mr. and Mrs. North	7	3	4	2	1	-	-
Sam Spade	6	2	5	-	1	-	-
This Is Your F.B.I.	6	2	2	-	4	-	-
Green Hornet	5	2	1	2	-	2	-
Total Suggestions			65	32	86	41	7

Reasons for Listening

The pupils were asked, "Why do you listen to the radio?" A condensed classification of the responses is given in Table XXXIX.

Table XXXIX shows a great similarity in the replies of both groups. The answers are so general that a specific analysis seems impossible. One questions, for instance, what types of learning are indicated by the reply, "To learn," given by 22 per cent of the boys and 24 per cent of the girls.

It seems safe to conclude, however, from the responses given by both groups that there is great need of guidance in the leisure-time listening of pupils.

TABLE XXXIX

REASONS BOYS AND GIRLS GIVE FOR LISTENING TO THE RADIO

Reason	Number of boys	Number of girls	Per cent boys	Per cent girls
For enjoyment	58	59	22	24
To learn	57	59	22	24
Nothing else to do	45	42	17	17
For entertainment	35	39	13	16
For fun	30	17	11	7
Like to	26	16	10	6
To pass time	17	14	7	6
Interesting	16	36	6	14
For excitement	16	8	6	3
For stories	11	19	4	8
Don't know why	2	18	less than 1	7
For relaxation	2	3	less than 1	1
To keep busy	2	-	less than 1	-
Don't like to read	1	-	less than 1	-
Don't have to pay	1	-	less than 1	-
To keep from being lonely	-	3	-	1
Can't go out after dark	-	2	-	less than 1
To keep out of trouble	-	2	-	less than 1
Radio is on	-	1	-	less than 1

While television has no direct bearing on this study, the writer is interested in knowing how many of the boys and girls have access to television in their homes. Table XL gives the results.

TABLE XL

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO HAVE TELEVISION IN THEIR HOMES

Answer	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	10	7	4	3
No	251	243	96	97

Only 4 per cent of the boys and 3 per cent of the girls have television in their homes.

A summary of the data of this chapter reveals that sixth grade pupils spend many hours at the radio, that there is a narrow range of listening on their part, and that they are uncritical in their listening.

Such a situation is a challenge to both the home and the school but particularly to the school where teachers are ready and eager to guide children in the proper use of leisure-time.

CHAPTER V

SUMMARY AND FINDINGS

The out-of-school radio listening interests of sixth grade children, their program preferences, their response to program suggestions, and their reasons for listening have been surveyed in this study. The findings revealed by the survey have been summarized and are as follows:

1. One hundred per cent of both boys and girls have radios in their homes.
2. Fifty-one per cent of the boys and 44 per cent of the girls have radios of their own.
3. Most boys and girls keep their radios in their bedrooms.
4. Over 50 per cent of both groups receive help in choosing programs.
5. A high percentage of both boys and girls listen with their families.
6. The programs listened to by the family groups are for the most part the same as those most popular with the pupils and those which they list as favorites.

7. While listening for both boys and girls is heaviest in the evening, approximately 50 per cent of both groups listen during other periods of the day. The before-school period is the least popular for both groups.
8. A very high percentage of both boys and girls listen on Saturday and Sunday.
9. Most pupils stop listening on school days and Sunday between the hours of eight and nine; on Saturday between nine and ten o'clock.
10. Both boys and girls spend approximately the same amount of time each day listening to the radio, the boys averaging two hours forty-two minutes, and the girls averaging two hours thirty-six minutes.
11. Most pupils divide their attention while listening and engage in various activities, but the percentage of girls is higher than the percentage of boys.
12. In general, the programs most popular with the boys are most popular with the girls. Both groups show a strong preference for comedy-variety and drama programs.

13. While specific titles differ, the favorite programs of both boys and girls are of the same type, the only exception being Sports which boys place second in order of popularity.
14. Girls and boys give similar reasons for preferring specific programs.
15. Over 30 per cent of the boys and 41 per cent of the girls receive help from parents in choosing radio programs.
16. A very small percentage of boys and girls receive program suggestions from teachers.
17. The percentage of boys and girls who have listened to suggested programs is much higher than the percentage of boys and girls who have stopped listening to suggested programs.
18. Most of the programs listened to by the pupils as a result of suggestions from parents, teachers, and friends are of the type which have entertainment value only.
19. The majority of programs that pupils have stopped listening to at the suggestion of parents, teachers, and friends are crime, detective, exciting adventure programs. Most of these suggestions came from parents.

20. The reasons given by the boys and girls for listening to the radio are very much the same.

It is hoped that the findings of this survey may be of help to teachers interested in improving the out-of-school radio listening of boys and girls that they may become active rather than passive listeners, that they may develop the ability to make intelligent choices, and that they may be directed to a more worthy use of the radio as a leisure-time activity.

CHAPTER VI

LIMITATIONS OF THE STUDY

This study has made available information regarding the pattern of radio listening of sixth grade pupils. It does not, however, appraise the individual listening patterns of the boys and girls, nor does it suggest activities for modifying them. The survey deals with the radio situation as it is, and in no way suggests how it can be improved. It reveals what radio does, not what radio could do.

The questionnaire method used in this survey has made possible only a general classification of responses. A more refined technique is necessary to analyze answers with regard to their multiple meaning.

Suggestions For Further Study

1. A study of what different kinds of programs mean to different types of children, using the Program Analyzer.
2. Personal interviews to determine what children get from listening to the radio.
3. The effects of listening upon the behavior of children.

4. A comparison of the interest in in-school listening and leisure-time listening.
5. A survey of parents' reactions to children's radio listening.
6. An investigation to determine the kinds of gratifications children obtain from listening.
7. An experiment to discover the effectiveness of curricular activities in developing critical listening.
8. An analysis of the effects of advertising on pupils' listening.

The fact has been established and acknowledged that radio-listening rates high among the leisure-time activities of boys and girls. With proper guidance on the part of alert teachers, children may be directed to make the most of what radio offers for both entertainment and profit. Further research in the field of radio education is needed to make available to teachers practical methods for improving the radio tastes of boys and girls.

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M.A.
I.Q.

A Radio Questionnaire

Name _____ Age _____ Boy _____ Girl _____

School _____ Grade _____ Teacher _____

Please answer the following questions very carefully. Where answers are given to choose from, underline your answer. Where no answers are given, fill in your own.

1. How many radios are there in your home? None 1 2 3 4 5
2. Do you have a radio of your very own? Yes No
3. If you do, in what room is it kept? _____
4. Do you choose all your own radio programs? Yes No
5. If someone helps you, tell who that person is. _____
6. Do you ever listen to programs suggested by someone else? Yes No
7. If your answer is Yes, write the names of the programs in the spaces below and tell beside each whether it was suggested by your parents, teacher or friend.

Program	Person

8. Have you ever stopped listening to any programs because someone told you not to listen? Yes No

9. If your answer is Yes, write the names of the programs in the spaces below and tell beside each whether you were told by your parents, teacher, a friend.

Program	Person
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10. Are there any programs to which your family listens together? Yes No

11. If your answer is Yes, list the programs in the spaces below.

_____

_____

_____

_____

_____

12. When do you listen to the radio? Mark below with an (X).

( ) Before school in the morning.

( ) During lunch time.

( ) After school in the afternoon.

( ) After your evening meal.

13. Do you listen to the radio on Saturday? Yes No

14. Do you listen to the radio on Sunday? Yes No

15. At about what time at night do you usually stop listening? _____

On school days? _____ On Saturday? _____ On Sunday? _____

16. How much time do you spend listening to the radio? Mark below with an (X). You should have only one (X) in each column.

Time	School Days	Saturday	Sunday
None	_____	_____	_____
15 min.	_____	_____	_____
½ hr.	_____	_____	_____
1 hr.	_____	_____	_____
1½ hrs.	_____	_____	_____
2 hrs.	_____	_____	_____
2½ hrs.	_____	_____	_____
3 hrs.	_____	_____	_____

17. Do you usually do something else while listening to the radio?

Yes No

18. If so, what is it? List below.

_____ _____

_____ _____

_____ _____

19. Mark with an (X) each kind of program you like.

Stories

( ) Adventure
( ) Animals
( ) Detectives
( ) Hobbies
( ) Interesting people
( ) Scientific things
( ) History
( ) Religion

Music

( ) Popular "hit" songs
( ) Ballads, folk songs
( ) Classical songs
( ) Hill-billy songs
( ) Opera
( ) Swing, dance orchestra
( ) Piano
( ) Symphony orchestra
( ) Organ

( ) Fun, comedy, variety programs
( ) Quiz, question bee programs
( ) Plays
( ) Sports

20. Mark with an (X) any of the following programs to which you listen. If there are any not listed to which you listen, write their names in the spaces at the end.

Before School

__News
__Top O' the Morning
__Weather
__Early Bird Session
__On the Mall
__Morning Watch
__Song Hits
__Breakfast With Star
__Yawn Patrol
__Dress Parade
__Morning Courier
__Farm News
__Ed Dinsmore
__Russ Morgan
__Newsreel
__Sing America
__Nelson Churchill
__Jobs
__Wake Up New England
__Jack Chase
__Breakfast Extra
__New Eng. Profiles
__Musical Clock
__Old Salt
__Breakfast with JDA
__Five Minutes to Go
__Leo Egan
__920 Club
__Touring Treeland
__E. B. Rideout
__A Song For You
__Don Dixon
__Chet Gaylord
__Caroline Cabot
__Platter Chatter
__On the 8:15
__Breakfast With Bill
__Young Dr. Malone

Lunch Time

__Lanny Ross
__What Makes You Tick
__News
__Rosemary
__Lora Lawton
__Operatic Airs
__Wendy Warren
__Bing Crosby
__Welcome Travelers
__Kate Smith Speaks
__Luncheon Matinee
__Marvin Behrens
__Noonday Review
__Italian Airs
__Pastene Program
__Robert Rissling
__Aunt Jenny
__Tommy Bartlett
__Herb Lewis
__Marjorie Mills
__Helen Trent
__Singin' Sam
__Farm, Food Program
__News Digest
__Record Rack
__Drama and Music
__Luncheon, Sardi's
__Music Box
__Our Gal Sunday

Afternoons
and Evenings

__Ma Perkins
__Hilltop House
__Herald-Trav. News
__Here's to Vets
__Ozark Valley Folks
__Pepper Young
__Galen Drake
__Let's Talk Music
__Back Bay Matinee
__Irving T. McDonald
__Right to Happiness
__Listen to This
__Concert Gems
__Boston Ballroom
__Hint Hunt
__Gordon MacRae
__Backstage Wife
__Joe Dineen
__Prelude, Evening
__Stella Dallas
__Tex Beneke
__House Party
__Helen Forrest
__Lorenzo Jones
__Dinner Winner
__Eddy Duchin
__Widder Brown
__Bragg About Boston
__Neil Wallace
__Listen Ladies
__Adventure Parade
__A Girl Marries
__Nelson Olmstead
__Challenge Yukon
__Bing Crosby
__Superman
__Portia Faces Life
__Round-up Time
__Herb Shriner
__Tom Mix
__Capt. Midnight
__Just Plain Bill
__Sky King
__Front Page Farrell
__Sports Results
__World News
__Eric Sevareid
__Sports Spotlight
__Geoffrey Harwood
__Dinner Dance
__Inside Story
__C. T. Scanlon
__To the Games
__Bump Hadley
__Names in the News
__Oddities in the News
__Rhyme Does Pay
__The Answer Man
__Children's Program
__Gene Jones
__Ranny Weeks
__Frank Fallon
__Jim Britt
__Vaughn Monroe
__Lowell Thomas
__Animal Court
__3 Star Extra
__Let's Waltz
__Washington News
__Rendezvous
__Tommy Dorsey
__Green Hornet
__Beulah
__Fulton Lewis, Jr.
__Supper Club
__Edwin C. Hill
__Bulldog Drummond
__Red Ryder
__Easy Rhythm
__Famous Jury Trials
__Old and New
__Tello-Test
__Jack Smith
__News of the World
__Hollywood Theater

__Club 15
__Meredith Wilson Show
__Henry J. Taylor
__Yankee Yarns
__Fishing, Hunting
__Lone Ranger
__Jazz Album
__Vic Damone
__Edw. R. Murrow
__Inside of Sports
__Frontline Headlines
__Sports Quiz
__Mystery Theater
__Inner Sanctum
__Favorite Story
__The Falcon
__Blondie
__This Is Your Life
__Cavalcade of America
__Railroad Hour
__Spell Well
__The Aldrich Family
__What's the Name of that Song
__Abbott and Costello
__Great Plays
__Band of America
__The Fat Man
__Music in the Air
__Jack Carson
__Holy Cross Cathedral
__Arthur Godfrey
__Gregory Hood
__Voice of Firestone
__Man With Band
__Dr. Christian
__Boston Blackie
__Great Gildersleeve
__Burns & Allen
__Mr. Ace and Jane
__Leave It to the Girls
__Jimmy Durante
__Kiernan's Corner
__Hy Gardner Says
__Mr. and Mrs. North
__Official Detective
__Date with Judy
__Town Meeting
__Lowell Institute
__This Is Your F.B.I.
__Music Hall
__Suspense
__Personal Autographs

__Ford Theater
__Eddie Cantor
__Break the Bank
__Murder, Midnight
__Radio Theater
__Gabriel Heater
__Telephone Hour
__Classical Album
__Mutual Newsreel
__Duffy's Tavern
__Milton Berle
__We the People
__Perry Como
__Bob Hope
__Dr. I.Q.
__Harvest of Stars
__Family Theater
__Mr. District Att.
__Groucho Marx
__Big Story
__Life With Luigi
__Lone Wolf
__Fibber & Molly
__Detroit Symphony
__Variety Show
__Guy Lombardo
__Red Skelton
__My Friend Irma
__Contented Program
__Meet the Press
__Amer. Forum of the Air
__Hit the Jackpot
__Big Town
__Life of Riley
__Thin Man
__Screen Guild Players
__Curtain Time
__Bob Hawk
__People Are Funny
__Play House
__Fred Waring
__Deems Taylor

Saturdays

__Proudly We Hail
__N. E. Fellowship
__Georgia Mae
__News Round-up
__Tic Toc Tunes
__Songs by Sinatra
__Beantown Varieties
__Today's Headlines

__Saturday Encores
__Tall Tales for Tots
__Sacred Heart Program
__Small Fry Club
__Animal Club
__Home Forum
__M-1 Safety Squad
__Saturday Salute
__Turntable Terrace
__Potpourri Musical
__Story Teller's Hour
__Children's Songbag
__Edward R. Snow
__Chimney Corner
__Mills Brothers
__Tune Test
__Talent Hour
__Disc Jockey
__Prof. Teeny
__Join the Gang
__Romance
__Archie Andrews
__Stuart Hall
__This Is For You
__Carnival of Music
__Saturday Strings
__Songs for Young People
__Gospel Crusade
__Movie Matinee
__Warren Sweeney
__Meet the Meeks
__Flying Discs
__Let's Pretend
__Musical Quiz
__Teen Times Club
__Junior Miss
__Ed McConnell
__American Story
__Lucky Winner
__Theater of Today
__Campus Salute
__Junior Junction
__Luncheon Melodies
__Grand Central Station
__Man on the Farm
__Weekend Revue
__Bob and Ray
__Time and Live
__Juke Box Jury
__County Fair
__Farm, Home Hour
__Maggie McNellis
__Music of Faith

__Vocal Spotlight
__Give and Take
__Band Parade
__Football Parade
__Show Tunes
__Pep Fest
__Football Game
__Mary Ruth
__News Pilot
__Stars-Hollywood
__Gridiron Parade
__Sports Matinee
__Band Parade
__Bandwagon
__Boston Ballroom
__Take a Number
__Football Resume
__Musicana
__Newsboys Club
__True or False
__Red Barber
__D'Amico Sextet
__Lassie Show
__Valley Forge
__Sports Results
__Know N. E.?
__Symphony, Melody
__Harry Wismer
__Sportcast
__Peggy Lee
__Denny Meyers
__Fred Foye
__School Sports
__Voice of the Army
__Roundtable
__Ozzie, Harriet
__Quizdown
__Guest Star
__Caravan
__Robert Hurleigh
__Serenade
__Famous Trials
__Candelight, Silver
__Mel Allen
__Sing It Again
__Twenty Questions
__Johnny Fletcher
__Word of Life
__Truth, Consequences
__Mr. Malone
__Time Was
__Your Hit Parade

__Gangbusters
__Tom Howard Gang
__Judy Canova
__What's My Name?
__Chicago Theater
__Hebrew Union
__Dennis Day
__Saturday Shindig
__Hockey Game

Sundays

__Chapel In the Sky
__Evangelical Hour
__Sunday Melodies
__Cathedral Hour
__Church of Christ
__The Sacred Heart
__Uncle Elmer
__Radio Carolers
__Nelson Bragg
__Hellenic Dawn
__Reading Comics
__Children's Music
__Animaland
__Christian Science
__Toyland
__World News
__Children's Program
__Waltz Time
__Sunday Serenade
__E. Power Biggs
__Story to Order
__Home of Truth
__Chamber Music
__Cameos, Music
__Request Music
__Composer's Choice
__Trinity Choir
__Hope of the World
__Music in the Air
__Church of the Air
__Radio Bible Class
__Radio Pulpit
__Message of Israel
__Sunday Symphony
__Voice of Prophecy
__Guest Star
__Italian Hour
__Tremont Temple
__Science Frontiers
__At the Organ

__St.Paul Cathedral
__Eternal Light
__Pleasant Hill
__Inv. to Learning
__Ranger Joe
__Hour of Faith
__Jewish Hour
__Concert Hall
__Solitaire Time
__Ray Bloch
__Back to God
__Christian Answer
__Joseph Tall
__Dinah Shore
__People's Platform
__Lutheran Hour
__Open for Discussion
__Neapolitan Songs
__Colonial Hour
__Neapolitan Serenade
__Joseph Harsch
__Young People's Church
__William Shirer
__Masterworks, Music
__Muriel Halle
__Elmo Roper
__John B. Kennedy
__Ed Weeks
__Tell It Again
__Sunday Best
__What's in Boston
__Tops in Pops
__Jr. Achievement
__Festival of Song
__Piano Quartet
__Piano Playhouse
__Sunday Pops
__Catholic Truth
__Irish Melodies
__You Are There
__Bill Cunningham
__N.B.C. Univ. Theater
__Parade of Hits
__Mr. President
__Treasury Varieties
__A. Kostelanetz
__The Answer Man
__Piano Portrait
__N. Y. Philharmonic
__B. A. Rolfe
__Harrison Wood
__At the Ballet

__Juvenile Jury
__One Man's Family
__Treasury Show
__At the Opera
__House of Mystery
__Quiz Kids
__Sunday Mood
__Decision Now
__G. & S. Favorites
__Detective Mystery
__Milton Cross
__Skyways to the Stars
__Living, 1948
__The Shadow
__Dave Rose
__Rob. Q. Lewis
__Jane Pickens
__Quiet Please
__Strike It Rich
__Quick as a Flash
__R. C. A. Show
__David Harding

__Ave Maria Hour
__Club Continental
__Family Hour of Stars
__Morton Gould
__Roy Rogers
__Catholic Hour
__Drew Pearson
__Pause That Refreshes
__Nick Carter
__Smiths of Hollywood
__Greatest Story
__Glorious Hope
__Intermezzo
__Christian Science
__Success Story
__Gene Autry
__Sherlock Holmes
__Jack Benny
__Go for the House
__This World, This Week
__Amos 'n' Andy
__Phil Harris

__Carnegie Hall
__Bergen-McCarthy
__Sam Spade
__A. L. Alexander
__Stop the Music
__Central Baptist
__Philip Marlowe
__Fred Allen
__Electric Theater
__Secret Mission
__Merry-Go-Round
__Walter Winchell
__Revival Hour
__Louella Parsons
__Our Miss Brooks
__Jimmy Fidler
__American Album
__Theater Guild
__Two Views of News
__Lum 'n' Abner
__Voices of Strings
__Take It or Leave It

_____ _____

_____ _____

_____ _____

21. What is your favorite radio program? _____

22. Why do you like it better than all the others?

_____

_____

23. Why do you listen to the radio?

_____

_____

24. Do you have a television set? Yes No

Abbiatti, E M.
Out-of-school radio listening interests of sixth gr
pupils.